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ABSTRACT

This follow-up study of potential first year teachers involved a population of 39 undergraduates certified to teach by Washburn University (Topeka, Kansas) during the spring semester of 1984. Data were obtained relative to the undergraduates' status in teaching during the 1984-85 academic school year, and concerning each individual's self-evaluation regarding 25 selected competencies related to the teaching-learning process. The data obtained from the first year teachers were also compared to their own self-evaluations obtained in regard to the same 25 competencies while they were serving as student teachers during the spring of 1984. In addition, the student teaching evaluations completed during the spring of 1984 by the undergraduates' cooperating teachers and university supervisors were included. Further, the principal who observed the undergraduate as a first year teacher was also involved in the study by assessing the readiness of the undergraduate for assuming teaching responsibility relative to the specified competencies. Tables illustrate findings relative to the application of all the instruments to all of the individuals in the study. A summary of conclusions is included. (JD)

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TEACHER EDUCATION
FOLLOW-UP STUDY OF FIRST YEAR TEACHERS

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TEACHER EDUCATION
FOLLOW-UP STUDY OF FIRST YEAR TEACHERS

Introduction

This follow-up study of potential First Year Teachers involved a study population of thirty-nine undergraduates certified to teach by Washburn University's teacher preparation program during Spring Semester of 1984. Data were obtained relative to the undergraduates' status in teaching during the 1984-85 academic school year, and concerning his/her self evaluation regarding twenty-five competencies related to the teaching-learning process. The data obtained from the First Year Teachers were also compared to their own self evaluation obtained in regards to the same twenty-five competencies obtained while serving as student teachers during the Spring of 1984. In addition, the student teaching evaluations completed during the Spring of 1984 by the undergraduates' cooperating teacher(s) and university supervisor were also included. Further, the Principal that observed the undergraduate as a First Year Teacher was also involved in the study by assessing the readiness of the undergraduate for assuming the responsibility to teach relative to the competencies specified above. Each evaluative instrument utilized in the study was based on a rating scale from 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. The Means for each of the competencies were derived from all of the above and tables were constructed to illustrate the data.

Fifteen questionnaires were returned from 36 of the 39 undergraduates that could be located. Thus, establishing a 42 percent rate of response. Eleven undergraduate students indicated that they had secured a full-time teaching position. This meant that 31 percent of the respondents indicated their success relative to fulfilling their expectation of entering the teaching profession. In addition, 4 undergraduate students reported that they were employed as substitute teachers throughout the school year. This participation as a substitute teacher involved 11 percent of the respondents. Therefore, 53 percent of those that responded reported that they were involved in teaching during the 1984-85 school year.

Problem Statement

The purpose of this study was to determine effective methods of evaluation for assessing the adequacy of the

preparation provided by Washburn University's undergraduate teacher preparation program.

Answers were sought to the following questions:

1. How does the student teacher evaluate his/her competence in regards to the domains related to professional competence, instructional competence, and interpersonal competence?

2. How does the cooperating teacher and the university supervisor rate the student teacher's performance in regards to the domains related to professional competence, instructional competence, and interpersonal competence?

3. How does the ex-student teacher, now as a first year teacher, evaluate his/her readiness for assuming the responsibility to teach when applied to the above competencies?

4. How does the school principal evaluate the above ex-student teacher according to his/her performance as a first year teacher in assuming the responsibilities to teach as determined by the the same competencies?

Research Design

A review of the related research was conducted relative to attempts previously applied by various teacher preparation programs in their endeavor to evaluate the effectiveness of such programs. Several models were examined in general relative to characteristics and the underlying philosophy.

In the selection of the instrument for follow-up, the focus was on teaching competence. Since the model developed at Stephen F. Austin State University focused on relevant competencies stated objectively and in behavioral terms, the decision was made by the Washburn Department of Education to utilize that particular model. Included in this model are three areas identified as 1) professional competence, 2) instructional competence, and 3) interpersonal competence. The three areas included a total of twenty-five competencies. Nine competencies were identified for the professional area, twelve for instructional area, and four for the interpersonal area. Each evaluative instrument utilized in the study was based on a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate,

NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. These competencies form the basis for the follow-up instruments adopted for the Department of Education undergraduate professional courses.

In addition to the above, each academic department was asked to develop an instrument to measure competence in the subject matter area of concern. Departments were given general guidelines, but they were given freedom to produce their instruments that met their unique needs.

At the end of student teaching, the student teacher, cooperating teacher,and university supervisor complete their respective instruments. In addition, after one year, the student teacher (now a first year teacher), and the principal of the first year teacher, will complete the appropriate instrument.

The data were obtained from the above and tabulated and analyzed on the computer. The quantitative results expressed in Mean values relative to each competency were then sent to the Department of Education. In addition, each academic department having student teachers during that particular semester were also sent a quantitative report regarding the outcomes of their particular instrument relative to measuring competence in the respective subject

field. Thus, enabling each department to observe the area denoting possible strengths and weaknesses as perceived by the participants in the study.

Limitations of the Study

Since undergraduates at Washburn University have been involved in previous formal follow-up studies from Fall Semester, 1981, through the Fall Semester of 1983, this study was limited to the undergraduates of Spring Semester, 1984. The next undergraduate population to be included as potential first year teachers in a follow-up study will be the undergraduates of the Fall Semester of 1984. This data will be gathered at the end of Fall Semester, 1985, one year following their graduation date. Thus, giving the undergraduates an opportunity to test their competencies for one year as a full time teacher.

Findings of the Study

The tables that follow on the next pages illustrate the findings relative to the application of all the instruments to all the individuals involved in the study.

It can readily be noticed that the left column of each table lists the number on the rating scale with 1 indicating incompetence and 5 indicating total competence. In

addition, the respondents were to check NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. The numbers listed across the tables indicate the number of responses received for each of the points on the rating scale by each of the respective groups. The Means for each of the competencies are listed at the bottom of each table.

PART A-PROFESSIONAL COMPETENCE
QUESTION 1-PRACTICE PROFESSIONAL ETHICS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of 1st Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	4	5	0	1
4	11	7	8	3	3
5	23	27	22	8	3
Competent					
NA	1	1	1	0	0
Mean	4.68	4.60	4.49	4.73	4.29

PART A-PROFESSIONAL COMPETENCE

QUESTION 2-MAINTAIN ENTHUSIASM FOR TEACHING

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal 1st Yr.Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	2	4	5	0	1
4	9	9	7	5	1
5	24	28	24	6	4
Competent					
NA	0	0	1	0	1
Mean	4.63	4.82	4.53	4.55	4.50

PART A-PROFESSIONAL COMPETENCE

QUESTION 3-CONFIDENCE IN ABILITY TO TEACH

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	0	1
3	3	5	7	2	3
4	20	7	11	4	1
5	12	27	18	4	2
Competent					
NA	0	0	0	1	0
Mean	4.26	4.63	4.31	4.20	3.57

PART A-PROFESSIONAL COMPETENCE

QUESTION 4-MAINTAIN PROFESSIONAL APPEARANCE

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	1	0	0
2	0	0	0	0	0
3	3	7	2	0	2
4	10	10	11	3	1
5	21	24	23	8	4
Competent					
NA	1	0	0	0	0
Mean	4.53	4.40	4.58	4.73	4.29

PART A-PROFESSIONAL COMPETENCE

QUESTION 5-COMMUNICATE EFFECTIVELY IN CLASSROOM

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	o
2	0	2	0	0	1
3	6	3	7	1	2
4	15	15	8	4	1
5	14	20	21	6	3
Competent					
NA	0	1	0	0	0
Mean	4.23	4.31	4.39	4.45	3.86

PART A-PROFESSIONAL COMPETENCE

QUESTION 6-PARTICIPATE IN PROFESSIONAL ORGANIZATION

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	1	0
2	1	1	1	2	0
3	3	1	2	3	2
4	6	2	1	0	1
5	8	13	8	5	2
Competent					
NA	17	24	23	0	2
Mean	4.17	4.56	4.67	4.45	4.00

PART A-PROFESSIONAL COMPETENCE

QUESTION 7-REQUEST, ACCEPT, AND PROFIT FROM SUGGESTIONS

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	1	0	2	0	0
3	2	5	2	0	0
4	6	9	5	3	2
5	24	23	25	8	4
Competent					
NA	2	4	1	0	1
Mean	4.61	4.47	4.56	4.73	4.67

PART A-PROFESSIONAL COMPETENCE

QUESTION 8-PRACTICE PUNCTUALITY

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	1	0	0	0
2	1	1	0	0	0
3	2	2	3	1	1
4	6	8	3	2	1
5	24	27	26	8	3
Competent					
NA	1	1	2	0	2
Mean	4.59	4.76	4.68	4.64	4.40

PART A-PROFESSIONAL COMPETENCE

QUESTION 9-PARTICIPATE IN SCHOOL ACTIVITIES

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	2	1	0	0
3	1	0	0	1	1
4	16	9	3	2	1
5	14	24	24	8	4
Competent					
NA	4	6	7	0	1
Mean	4.15	4.56	4.79	4.64	4.50

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 10-USE APPROPRIATE RESOURCES FOR DEVELOPMENT OF LESSONS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	0	0
3	0	5	8	1	4
4	14	10	5	7	2
5	18	23	23	2	1
Competent					
NA	2	1	0	1	0
Mean	4.56	4.41	4.42	4.10	3.57

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 11-DETERMINE STUDENT NEEDS AND INTERESTS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	2	0	0	1
3	3	2	7	1	3
4	14	9	9	8	2
5	17	28	18	1	1
Competent					
NA	0	0	1	1	0
Mean	4.43	4.53	4.34	4.00	3.43

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 12-DEVELOP LONG-RANGE AND DAILY PLANS

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 84 Principal of First Yr. Teacher
1	0	1	0	0	0
2	0	3	0	1	1
3	3	3	6	0	4
4	17	15	9	5	0
5	15	16	21	4	2
Competent					
NA	0	1	0	1	0
Mean	4.34	4.11	4.42	4.20	3.43

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 13-OBTAIN APPROPRIATE RESOURCES FOR TEACHING

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	3	0	1	1
3	2	3	5	0	3
4	19	10	12	6	1
5	12	26	18	3	2
Competent					
NA	0	0	1	1	0
Mean	4.32	4.38	4.37	4.10	3.57

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 14-CHOOSE APPROPRIATE STRATEGIES FOR TEACHING

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	2	0	1	0
3	4	5	11	0	5
4	19	13	8	6	1
5	12	19	16	3	1
Competent					
NA	0	0	0	1	0
Mean	4.23	4.26	4.17	4.10	3.43

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 15-PRESENT LESSONS EFFECTIVELY

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	2	0	0	0
3	4	6	6	0	3
4	21	11	14	7	3
5	9	20	16	3	1
Competent					
NA	1	1	0	1	0
Mean	4.15	4.26	4.28	4.30	3.71

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 16-MANAGE CLASSROOM FACILITIES EFFECTIVELY

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	1	0	0	0	0
3	6	6	3	2	2
4	17	13	15	6	3
5	10	20	18	2	2
Competent					
NA	1	0	0	1	0
Mean	4.10	4.50	4.42	4.00	4.00

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 17-MANAGE CLASSROOM BEHAVIOR EFFECTIVELY

Incom-pent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	1	2	2	0	2
3	7	9	7	6	2
4	17	9	14	2	2
5	9	20	12	2	1
Competent					
NA	1	0	0	1	0
Mean	3.89	4.18	4.06	3.60	3.29

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 18-DEVELOP APPROPRIATE EVALUATION DEVICES

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	1	2	0	1	0
3	4	5	0	1	5
4	19	12	4	6	0
5	11	20	14	2	2
Competent	✓		9		
NA	0	1	9	1	0
Mean	4.14	4.26	4.19	3.90	3.57

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 19-ASSESS AND INTERPRET STUDENT PROGRESS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	1	0
3	2	3	5	1	4
4	18	13	14	3	1
5	14	23	14	4	2
Competent					
NA	1	1	3	2	0
Mean	4.35	4.44	4.27	4.11	3.71

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 20-WORK EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 84 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	1	4	0	2
4	9	6	4	2	0
5	17	24	20	4	4
Competent					
NA	9	9	8	5	1
Mean	4.65	4.73	4.57	4.67	4.33

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 21-WORK EFFECTIVELY WITH HANDICAPPED STUDENTS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	2	1	1	0	1
4	8	4	2	2	2
5	10	11	14	2	2
Competent					
NA	14	23	17	6	2
Mean	4.40	4.65	4.78	4.00	4.20

PART C-INTERPERSONAL COMPETENCE

QUESTION 22-DEVELOP RAPPORT WITH STUDENTS

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	1
3	1	2	3	0	1
4	5	11	12	5	2
5	29	28	19	5	3
Competent					
NA	0	0	1	1	0
Mean	4.80	4.63	4.49	4.50	4.00

PART C-INTERPERSONAL COMPETENCE

QUESTION 23-COUNSEL STUDENTS APPROPRIATELY

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	1	2	2	0	3
4	16	10	13	5	3
5	17	24	13	4	0
Competence					
NA	1	3	8	1	1
Mean	4.47	4.60	4.39	4.20	3.50

PART C-INTERPERSONAL COMPETENCE

QUESTION 24-COOPERATE WITH ALL SCHOOL PERSONNEL

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	0	0
3	0	3	1	0	0
4	7	2	2	1	3
5	27	32	27	9	4
Competent					
NA	1	3	6	1	0
Mean	4.79	4.70	4.87	4.90	4.57

PART C-INTERPERSONAL COMPETENCE

QUESTION 25-MAINTAIN APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL OPEN-MINDEDNESS, FLEXIBILITY

Incom-petent	Spring 84 Student Teacher	Spring 84 Cooperating Teacher	Spring 84 University Supervisor	Spring 85 First Yr. Teacher	Spring 85 Principal Of First Yr. Teacher
1	0	0	0	0	0
2	0	1	1	0	0
3	2	5	2	0	0
4	8	4	2	3	3
5	25	30	31	7	4
Competence					
NA	0	1	0	1	0
Mean	4.66	4.58	4.72	4.70	4.57

Conclusions

Based upon an analysis of the data, the following conclusions were derived relative to the competencies listed below:

1. Practice Professional Ethics

   The student ratings of themselves and the ratings of the cooperating teachers and university supervisors were in agreement. All groups reported that the professional programs of the Department of Education were able to prepare teachers to practice professional ethics.

2. Maintain Enthusiasm for Teaching

   The highest rating was awarded by the cooperating teacher. High ratings were also given by all other groups.

3. Confidence in Ability to Teach

   The principals' ratings of the first year teacher were significantly lower than the high ratings perceived by the other groups involved in the rating of confidence in ability to teach.

4. Maintain Professional Appearance

The ratings were very similar for all groups concerning this competence. Maintaining a professional appearance was one of the competencies that received a high rating from all of the groups.

5. Communicate Effectively in Classroom

The highest rating was awarded by the first year teachers. Likewise, positive ratings were perceived by the other groups with the lowest rating coming from the principals.

6. Participate in Professional Organization

Several groups did not respond to this competence. Thus, reflecting very little participation in a professional organization during the time spent in the teacher preparation program. However, the first year teachers rated this competency high, as did the limited number in the other groups that did evaluate the existence of the competency.

7. Request, Accept, and Profit from Suggestions

Since high ratings were awarded by each of the respective groups, this competence appeared to be

effectively addressed by the teacher preparation program.

8. Practice Punctuality

The highest rating was given by the cooperating teachers, and the lowest by the principals. However, all ratings indicated competence in practicing punctuality.

9. Participate in School Activities

All rating were very good, with the lowest rating coming from the student teachers.

10. Use Appropriate Resources for Development of Lessons

The lowest rating by the principals of first year teachers reflected some concern relative to the use of appropriate resources for the development of lessons. However, all other groups perceived a strength in regards to this competency.

11. Determine Student Needs and Interests

Some of the principals expressed their concern regarding the competency of determining student needs and interests. However, the cooperating

teachers rated the student teachers significantly higher in this competency.

12. Develop Long-Range and Daily Plans

Principals rated first year teachers significantly lower than the other groups concerning the competencies related to the development of long-range and daily plans. However, the other groups perceived a good degree of competence existing in this dimension.

13. Obtain Appropriate Resources for Teaching

The first year teachers' ratings were higher than those awarded by the principals in regards to the competency of obtaining appropriate resources for teaching.

14. Choose Appropriate Strategies for Teaching

Principals of first year teachers indicated a need for greater competency in this area. However, the other groups were more positive in their responses.

15. Present Lessons Effectively

All groups were well above average in their perceptions of this competency except for the

principals of first year teachers which reflected some concern in this regards.

16. Manage Classroom Facilities Effectively

Managing classroom facilities effectively was a competence that received relatively high ratings from all groups.

17. Manage Classroom Behavior Effectively

When compared to all the ratings given to all other competencies, the principals, first year teachers, and the student teachers, rated the competency in managing classroom behavior relatively low . This competency undoubtedly deserves further study and deliberation in program planning.

18. Develop Appropriate Evaluation Devices

The principals and the first year teachers perceived the need for greater competence concerning the development of appropriate devices for evaluation.

19. Assess and Interpret Student Progress

The principals reflected the need for first year teachers to have greater competence in

interpreting student progress. However, the first year teachers as a group did not express this concern.

20. Work Effectively With Students From Various Cultures

Undergraduates who had an opportunity to work with students from various cultures were successful in their efforts. However, a significant number of undergraduates were not provided an opportunity to perform this competence.

21. Work Effectively With Handicapped Students

A very significant number of undergraduates reported that they had no opportunity to work with handicapped students. All other groups agreed with the undergraduates.

22. Develop Rapport With Students

All groups were rated high in the competency of developing rapport with students. The teacher preparation program appeared successful in developing this competency.

23. Counsel Students Appropriately

All groups perceived the student teacher as having competence in this area, except the principal of the first year teacher.

24. Cooperate With All School Personnel

All groups presented a high rating in the competency of cooperating with all school personnel. Therefore, the preparation program has been successful in the development of this competency.

25. Maintain Appropriate Personal Behavior, Self-Control, Open-Mindedness, Flexibility

The teacher preparation program has been successful in developing the competencies relative to maintaining appropriate personal behavior, self-control, open-mindedness, and flexibility. All groups indicated a high rating in this competency.